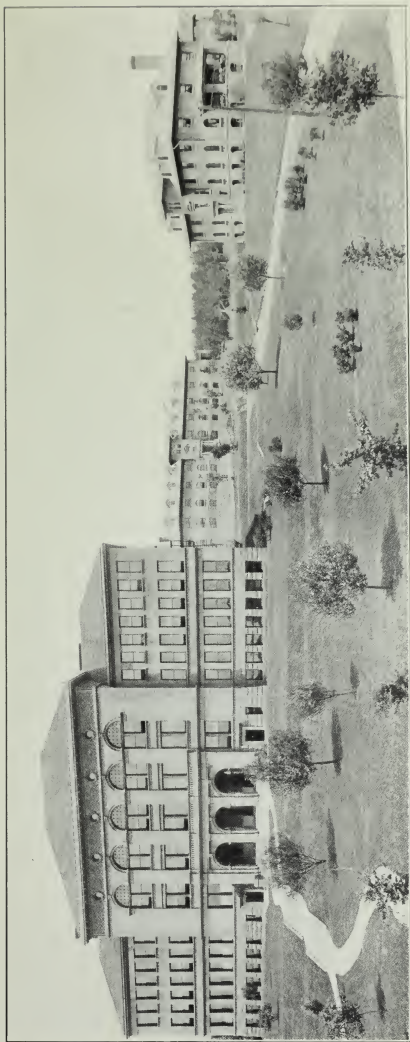


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BULLETIN
OF THE
STATE NORMAL SCHOOL
DULUTH, MINNESOTA

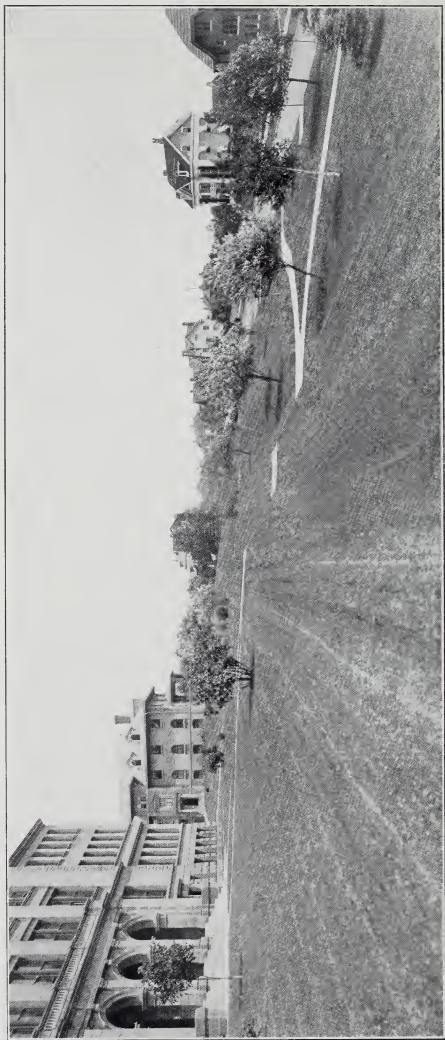
CATALOGUE NUMBER
1912



Main Building

Torrance Hall

Washburn Hall



View from the Campus

Vol. VII

MAY, 1912

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BULLETIN
OF THE
STATE NORMAL SCHOOL
DULUTH, MINNESOTA

TENTH ANNUAL CATALOGUE

With Announcements For
1912-1913

Published Quarterly by the State Normal School at Duluth, and
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Duluth, Minnesota, under the Act of Congress of July 16, 1894,

Calendar for 1912-1913

Summer Term

Enrolment of Students.....Tuesday, June 11, 1912
Class-work beginsWednesday, June 12, 1912
Term closesFriday, July 26, 1912

Fall Term

Enrolment of Students.....Tuesday, September 3, 1912
Class-work beginsWednesday, September 4, 1912
Term closesWednesday, November 27, 1912

Winter Term

Enrolment of Students.....Monday, December 2, 1912
Class-work beginsTuesday, December 3, 1912
Christmas Holidays begin.....Friday, December 20, 1912
Work resumedTuesday, January 7, 1913
Term closesFriday, March 7, 1913

Spring Term

Enrolment of Students.....Monday, March 17, 1913
Class-work beginsTuesday, March 18, 1913
Term closesThursday, June 5, 1913

Minnesota State Normal School Board

ELL TORRANCE, President.....	Minneapolis
Term expires 1915.	
C. G. SCHULZ, Superintendent Public Instruction, Secretary..	St. Paul
Ex-Officio.	
S. H. SOMSEN, Resident Director.....	Winona
Term expires 1913.	
JOHN C. WISE, Resident Director.....	Mankato
Term expires 1913.	
C. L. ATWOOD, Resident Director.....	St. Cloud
Term expires 1913.	
L. A. HUNTOON, Resident Director.....	Moorhead
Term expires 1915.	
J. L. WASHBURN, Resident Director.....	Duluth
Term expires 1913.	
TOLLEFF JACOBSON.....	Alexandria
Term expires 1915.	
E. J. JONES.....	Morris
Term expires 1915.	

Faculty

EUGENE W. BOHANNON, A. M., President.

LINUS W. KLINE, Ph. D., Psychology, Theory and History of Education.

KATHARINE D. POST, B. L., Latin.

FLORENCE D. PETTENGILL, Domestic Science,

EVELYN R. LYONS, First and Second Years Training Department.

CHARLES H. FRAZEE, A. M., Biology, Geography.

EFFIE GODFREY, A. B., Mathematics.

CARL E. WALLACE, A. M., History and Civics.

EFFIE T. BURCH, Drawing and Manual Training.

M. GENIEVE TAYLOR, Music.

MARTHA E. WILLIAMS, A. B., Seventh and Eighth Years Training Department.

ADELINE CORNISH, Fifth and Sixth Years Training Department.

WILLIAM A. OWENS, A. M., Superintendent, Training Department, Social Science.

EUGENE VAN CLEEF, S. B., Physics and Geography.

MARGERIE STRONG, A. B., English.

MARY ABIGAIL JACK, Reading and Expression.

RUTH A. BABCOCK, B. S., Kindergarten and Kindergarten Training Course.

MAY M. CHAPMAN, B. S., Third and Fourth Years Training Department.

RUTH ELY, Librarian.

NELLIE EMANUELSON, Secretary and Accounting Officer.

MRS. BELLA BEARD, Preceptress Torrance Hall.

DR. W. I. SALTER, School Physician.

Additional Teachers for the Summer Term of 1911

W. C. COBB, Superintendent Brainerd Schools.

E. A. FREEMAN, Superintendent Grand Rapids Schools.

J. E. LUNN, Superintendent Biwabik Schools.

M. A. MORSE, Superintendent Buhl Schools.

OLIVE B. HORNE, Charleston, Ill.

The School and its Purpose

The State Normal School at Duluth was established by an act of the State Legislature passed in 1895. The main building was completed in 1902 and the school entered on its work in September of that year. Since that time two dormitories have been constructed and the main building has been enlarged by the addition of the west wing, which is devoted to the use of the training department.

It is the object of the school to prepare teachers for the elementary schools of the State. Accordingly all who enter are required to pledge themselves to teach in the State or to pay tuition at the rate of thirty dollars a year.

Two departments, the Normal Department and the Training Department, are maintained. In the latter a kindergarten and the eight grades are represented and supply the opportunity for observation and student-teaching.

In the Normal Department the work is both academic and professional and extends through a period of five years for students who have not attended the high school. For high school graduates the course is two years in length. Shorter programs, leading to temporary certificates, are arranged for certain students of both classes but without loss of time to those who complete the course ultimately.

Provisions has been made also for teachers' training courses in Home Economics and Manual Training. These are one year in length and are offered only to students who have completed the standard course of study or an equivalent.

The regular school year includes thirty-eight weeks, divided into three terms of approximately twelve weeks each. Since the end of the regular year of 1907 summer sessions have been held, as provided by an act of the State Legislature in the session of that year. Since 1909 these sessions in the Duluth school have been seven weeks in length. At its meeting in February of this year the State Normal Board fixed the length of these sessions at seven weeks for each of the five schools. In accordance with the provisions of this law these summer sessions are to be such as will "most fully conserve the welfare of the rural schools." Therefore the primary object of these summer terms has been to meet the needs of rural teachers. At the same time all the subjects offered are in the course of study and the requirements relative to the work and admission are the same as those for any other term.

General Information

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year.

Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and Torrance Hall are homes for young women attending the school and are situated on the campus near the main building. Washburn Hall has rooming accommodations for forty-eight, while Torrance Hall will accommodate sixty-four. Both are of fire proof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantry, dining room and reception room. All floors have toilets and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes dryers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that living will cost not more than fifteen and sixteen dollars a month the coming year. Similar accommodations cannot be had in the city for less than double the amount. Single meals will be supplied at 25 cents and by the week at \$3.00. No deduction will be made for absences of less than a week, excepting vacations. All payments must be made one month in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment.

The life in each Hall will be under the immediate supervision of a trained preceptress.

Loan Fund.—The interest and generosity of a friend of the school has resulted in the establishment of a loan fund for the benefit of worthy students who may find it necessary to borrow money in order to continue the work of the school. Information concerning the conditions under which the loans may be made can be had upon inquiry of the president of the school.

To Entering Students.—Those expecting to enter on advanced standings from other schools must present official records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or classification.

Extension of the Course of Study

At its meeting of November 11, 1910, and upon the recommendation of the presidents of the five Normal schools of the State and the Superintendent of Public Instruction, the State Normal Board adopted a report providing for a one-year extension of the standard course of study, to the end that special teachers of Home Economics, Manual Training, Drawing, Music, Educational Supervision, Physical Education and Agriculture might be prepared for the public schools. The general provisions of the report are:

I. That all science courses shall be modified, so far as possible, in the direction of their application in the field of agriculture.

II. That the several Normal schools of the State shall be authorized to offer special courses in Home Economics and Manual Training, and upon the approval of the Board specifically given, such courses in Music, Drawing, Educational Supervision and Physical Education.

III. That three years of work for high school graduates, and six years for persons without high school credits, shall be regarded at present as the minimum time in which the Normal Schools should attempt to prepare such special teachers.

IV. That, in connection with the one-year extension of the course for training special teachers as above indicated, a further extension shall be authorized by the Normal Board providing for four years of work beyond high school graduation and seven years beyond the completion of the eighth grade; and that appropriate recognition in the form of a degree and a certificate be provided. This course will no doubt be organized and offered within the next two or three years. It will enable the Normal Schools to meet the increasing demand now being made on them, to supply well trained grade supervisors, principals, departmental teachers for the upper grades, and teachers for the Normal departments in high schools.

Teachers' Training Courses in Home Economics and Manual Training

In harmony with the foregoing provisions special courses in Manual Training and Home Economics have been organized. The special course in Home Economics was offered at the beginning of the school year 1911-12. It is expected that this work will become a permanent feature of each year's work. These courses add one year to the Standard course for any students who shall elect them, as follows:

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Woodland and East Fourth street car lines. Students who are not acquainted with the city should call at the president's office on arrival.

Additional information will be supplied on application to President's office, State Normal School, Duluth, Minn.

Requirements for Admission

Persons holding a State teachers' certificate of the second or a higher grade and graduates of approved high schools having a four years' course, who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months) will be admitted without examination. Others will be required to pass examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be permitted to undertake the work.

Graduates of high schools who elect to complete the work for the elementary diploma (12 credits) will be required to present satisfactory entrance records in Civics, United States History, Physiology, one biological science (Botany or Zoology), and one physical science (Physics or Chemistry), or to earn credits in these subjects after entering the Normal School. The record in Physics must represent not less than one full year's work.

Students from high schools offering less than the four years' work above mentioned will be admitted but cannot hope to complete the work in the usual length of time.

Advanced Standing

High school graduates who shall have had, as post-graduate work, not less than a half year's course in Normal subjects as offered in the state high schools may be credited for subjects in which they shall have completed a full semester's work, provided (1) that these credits shall apply only in the case of those who become candidates for the diploma and (2) that the President reserves the right to test the quality of work for which credit is asked.

Anyone holding a State teachers' certificate of the first grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined

by the president of the school in conference with the student, (3) that the average of the certificate shall be not less than 75 per cent and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed, proportionately.

Graduates of accredited high schools (see second paragraph above under Requirements for Admission) will be allowed advanced standing to the amount of thirty-six term units.

Special Students

Persons holding a teachers' certificate of the second grade and having taught in any public school in this State with ability and success for a term of six months, may be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

Admission to State Universities and Colleges

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the sophomore year in the State University and the leading colleges of the State. Those who complete the two-year program for high school graduates are granted sixty credits out of one hundred thirty required for graduation from the College of Education of the University of Minnesota.

Normal School Diplomas and State Certificates

1. The diploma of any of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service the diploma may be countersigned by the president of the school from which it is issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. After such endorsement, the diploma becomes a state certificate of the first grade for life.

The elementary diploma to be granted to high school graduates upon the completion of the twelve specified units of work in the course of study will be valid as a state certificate of the first grade for a period of three years and not renewable.

The elementary diploma to be granted others on the completion of the thirty-six specified units of work in the course of study will likewise be valid as a state certificate of the first grade for a period of three years, and may have its value as such certificate extended for a further period of three years upon the completion of an additional year of work in the course of study.

A state certificate of the second grade will be granted to persons completing twenty-four units of the elementary subjects in the course of study.

The Superintendent of Public Instruction, upon the recommendation of the president of the school, will issue a state first grade certificate, limited to one year, to high school students who complete twelve units of work, and to others upon the completion of thirty-six.

The Course of Study for the State Normal Schools of Minnesota

(Adopted September 18, 1908)

Algebra	I, II, III	History, General	I, II, III
Arithmetic	I, II, III	History, English	I
Botany	I, II	Kindergarten	I-VIII
Chemistry	I, II	Latin	I-XI
Civics	I, II, III	Literature	I, II, III, IV
Drawing	I, II, III	Manual Training	I, II, III
Education		Music	I, II, III
History of	I, II	Physics	I, II, III
Theory of	I, II	Physiography	I
Practice of	I, II, III	Physiology	I
School Management	½	Psychology	I, II
Elem. Science	I	Reading and Expression	I, II, III, IV
English Composition	I, II	Rhetoric	I
Geography	I, II, III, IV	Social Science	I
Geometry	I, II, III	Themes and Literature	I
Grammar	I, II, III, IV	Zoology	I, II
History, U. S.	I, II, III		

Electives

As the facilities of the schools permit, one or more of the following electives will be offered, and may be chosen by the student, after consultation with the president, in lieu of starred subjects in the course of study.

Agriculture	I, II	Library Science	I
Advanced Physics	I	Manual Training	IV, V
Astronomy	I	Modern European History	I, II
Children's Literature	I	Music Supervision	I, II
Drawing Supervision	I, II	Physical Culture	I
Economics	I	Primary Methods	I
English	VIII, IX	Public Speaking	I
Home Economics	I, II, III	Special Methods	I
Latin	XII, XIII	Writing and Spelling	½

The diploma of the school will be granted to those who are not graduates of high schools upon the completion of the sixty-term units of work indicated in program I, page 13.

Graduates of high schools will be allowed credit for thirty-six

term units, as advanced standing, and may obtain the diploma upon the completion of the twenty-four term units of work indicated in programs II, page 14.

The elementary diploma will be granted to graduates of high schools who complete the twelve units of work shown in program III, page 14, and to those who are not graduates of high schools upon the completion of the thirty-six units of work specified in program IV, page 14.

I. Program for Five-Year Students

FIRST YEAR

Fall Term	Winter Term	Spring Term
Latin Lessons I or Reading I Algebra I Geography I English Composition I	Latin Lessons II or English Composition II Algebra II Geography II Drawing I	Latin Lessons III or Music I Algebra III Reading I or II Drawing II

SECOND YEAR

Caesar IV or General History I Music I or II Geometry I Reading II or Zoology I	Caesar V or Zoology II General History I or II Geometry II Manual Training I	Caesar VI or Rhetoric General History II or III Music II or Solid Geometry Manual Training II
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THIRD YEAR

Cicero VII or English History Physics I Botany I Grammar I or Arithmetic I	Cicero VIII or U. S. History I Physics II Botany II or Arithmetic II Literature I	Cicero IX or U. S. History II Physics III Physiology or Botany II Literature II
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JUNIOR YEAR

Virgil X or Grammar I English History or Drawing III Psychology I Arithmetic I or Literature III Home Economics I	Virgil XI or Grammar II U. S. History I or III Psychology II Arithmetic II or Literature IV Home Economics II	Virgil XII or Geography III United States History II or Physiology Theory of Education I Arithmetic III Home Economics III
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SENIOR YEAR

Literature III or Manual Training III Social Science Practice and Criticism I and II Home Economics IV	Literature IV or Rhetorical Work History of Education I Practice and Criticism III Home Economics V	Themes History of Education II Civics School Management ½ Home Economics VI
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Subjects in gothics are the alternatives for students who do not elect the Latin.

II. Two-Year Program for High School Graduates

JUNIOR YEAR

Fall Term

Psychology I
 Drawing I
 Geography I or
 Kindergarten Theory I
 Music I or
 Observation
 Home Economics I

Winter Term

Psychology II
 Arithmetic I or
 Music
 Geography II or
 Kindergarten Theory II
 Grammar I or
 Observation
 Home Economics II

Spring Term

Theory of Education I
 Arithmetic II or
 Kindergarten Theory III
 Elementary Science
 Grammar II or
 Observation
 Home Economics III

SENIOR YEAR

Reading and Expression I
 U. S. History I or
 Kindergarten Theory IV
 Social Science
 Practice and Criticism I

Home Economics IV
 History of Education I
 Civics I or
 Kindergarten Theory V
 Manual Training I
 Practice and Criticism II

Home Economics IV
 History of Education II
 Themes
 School Management $\frac{1}{2}$
 Practice and Criticism III
 Home Economics VI

Subjects in gothics are the alternatives for kindergarten students.

III. One-Year Program for High School Graduates

Psychology I
 Arithmetic I
 Drawing I
 Grammar I
 Home Economics I

Theory of Education I
 Reading and Expression I
 Music I
 Practice and Criticism I
 Home Economics II

Geography I
 School Management $\frac{1}{2}$
 Elementary Science
 Practice and Criticism II
 Home Economics III

IV. Program for Three-Year Students

FIRST YEAR

Fall Term

Algebra I
 Geography I
 Reading and Expression I
 English Composition I

Winter Term

Algebra II
 Geography II
 Drawing I
 English Composition II

Spring Term

Algebra III
 Music I
 Drawing II
 Reading and Expression II

FIRST YEAR

Geometry I
 Botany I
 Music II
 Grammar I

Geometry II
 Arithmetic I
 U. S. History I
 Grammar II

Botany II
 Arithmetic II
 U. S. History II
 Physiology

THIRD YEAR

Physics I
 English History
 Psychology I
 Literature I
 Home Economics I

Physics II
 Literature II
 Theory of Education I
 Home Economics II
 Civics I

Practice and Criticism $1\frac{1}{2}$
 School Management $\frac{1}{2}$
 Rhetoric
 Home Economics III

Home Economics

Three terms of Cooking.

Three terms of Household Art.

One term of Chemistry and Bacteriology.

One term of Physiology and Hygiene.

One term of Drawing and Design.

Two terms of Electives (provided special electives shall have been taken in the Standard course.)

Students who have not had at least a half-year of Chemistry in High School will be required to take an additional term in the Normal School.

Ten terms of the course must be technical.

Manual Training

Three terms of Shop Work.

Three terms of Drawing.

Two terms of either Drawing or Manual Training.

One term of History and Organization.

One term of Teaching.

Two terms of Electives (provided special electives shall have been taken in the Standard course.)

Eight terms of the course must be technical.

Descriptive Outline of the Work in the Different Subjects

Psychology

Term I. An observational study is made of the nervous system and of the sense organs under laboratory conditions followed by an account of their relations to mental life. The principle of the reflex arc and its relations to mental processes are taught in connection with the determination of reaction time. Suggestion, drowsiness, dreams, motor-automatism, habits and sensory fusions are studied along with the theories and evidence of mind levels. The literature on the characteristics of consciousness, its focal and marginal aspects, its attitudes, including attention, feeling and interest are studied intensively.

In this term and in the following, laboratory work is given twice a week and recitations are held three times a week to discuss results and to hear reports on pertinent literature.

Term II. An analytical and descriptive study is made of the more apparent cognitive aspects of consciousness: sensations, perceptions, illusions, images, association, memory, imagination. Experiments for this study are selected and adapted largely from the texts of Sanford, Witmer and Seashore. Aspects of the affective processes are treated in the following order: affection, feeling, emotion, mood, passion and sentiment. The relation of the affective processes to the cognitive and to motor expression are studied experimentally. Experiments are selected and adapted from the texts of Titchener, Jastrow and Myers.

Theory of Education

This course is concerned chiefly with the pedagogy of elementary education and is introduced by an historical account of the more reputed methods used in the art of teaching. Considerable emphasis is placed upon the so-called psychological method as it relates to school practice. The significance of the laws of instincts, of association, of selective thinking, of attitudes and of suggestion are studied in the interest of the art of teaching. The student is required to become acquainted with the best literature on the subject.

History of Education

Term I. The work in this subject consists mainly of an intensive study of the educational classics. The classics used are: Platos Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the

schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II. This term is in part a continuation of the work of the preceding term. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and educational ideals found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

School Management

Six Weeks. The course requires some study of the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangement of the daily program, courses of study and the state school laws are studied.

Observations

The work is done by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period a day. It furnishes the student an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are required further to present weekly reports of their observation, and to read and discuss helpful literature supervised by the director of the Training School.

Training School and Teaching

The Training School includes the eight grades below the high school and a kindergarten. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools or the first year class of the Normal Department. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding general conferences weekly, and individual conferences at briefer intervals, in which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

History and Civics

In all the work in these subjects an effort is made to acquaint the pupil with the literature and other material especially suited to children in various grades of the elementary and grammar schools, as well as with the more advanced literature of which he himself makes use. To accomplish this, constant use is made of the library, which is well equipped to serve both purposes. A broad and accurate knowledge of historical facts is regarded as a prerequisite to the correct interpretation and teaching of history and kindred subjects. Special attention is given to the growth of political ideas and to the contributions made to civilization by different peoples. Effort is made to show that the development of political institutions and civilization is an evolutionary process. The influence of geography upon history is emphasized. The pupil is required to keep a notebook and at times to make reports, written or oral, upon special topics.

General History

Term I. A general survey of the origin and spread of civilization to the end of republican Rome.

Term II. A study of the Roman Empire and Western Europe to the sixteenth century.

Term III. A more detailed study of the modern period, especial attention being paid to the conditions in Europe at the time of the discovery of America.

Texts, Botsford's "Ancient History" and Robinson's "History of Western Europe."

Students who take Latin devote two terms instead of three to the subject of general history and cover the field only to the death of Charlemagne. Botsford's "Ancient History" is used as a text.

English History

The general development of the English people and government is studied through the reign of Elizabeth, from which point an especial effort is made to show the relation existing between the history and constitutional development of England and that of the United States.

Text, Higginson and Channing's "English History for Americans."

History of the United States

Term I. A study of the beginnings of our national existence from the discovery of America to the end of the war of 1812, an especial effort being made to show our relations with European countries.

Term II. A study of the outlines of our political, constitutional, economic and social development from the war of 1812 to the present day.

Text, Ashley's "American History."

Term III. A connected and more detailed study of a few of the more important movements in American history with especial reference to the use of sources and the library. The purpose of the work is not so much the acquisition of new facts as the power to interpret facts. An effort is made to teach the use of books and to train the judgment in weighing material and in selecting that which suits one's purpose, and in forming generalizations.

The course also deals with the methodology and fundamental aims of history. The literature and materials of history are analyzed and their use in different grades is discussed. The disciplinary and informational values and uses of history are estimated in an attempt to determine the true aim and purpose of historical study. A careful study is made of the more important books and monographs which deal with the pedagogy of teaching history and civics.

This course is taken by students of the regular five-year course who do not take Latin.

Civics

A more formal and detailed treatment of Civics than is possible in connection with the regular courses in American history.

Students are required to master the general principles of society and government; after that, an outline of the government of the United States, the state of Minnesota, and of a county, town and city in Minnesota. The methods of nominating public officers and the duties of citizens in a republic are studied carefully. That is the point of view from which such questions as minority representation, initiative and referendum, and "government by commission" are inquired into.

Texts, Forman's "Advanced Civics" and Virtue's "Government of Minnesota."

Social Science

The work is confined to a consideration of the more obvious and practical problems of social life. Special topics are assigned for individual study and reported on in class.

English

"Along the avenue of language is the road to all the sciences. The study of words and their function is to bridge over the gulf between the abstract and the concrete."

All the other departments are co-operating with the English department in the endeavor to make every school exercise an opportunity to teach good English by example, criticism and practice.

The general aim of the work in English is to teach the student (1) to read intelligently; (2) to gain some appreciation of the best English authors; (3) to foster the reading habit, and with it the thinking habit, using only material of approved excellence; (4) to write neatly, legibly, and correctly in every detail, acquiring at the same time rapidity and ease; (5) to use always, whether in written or spoken language, accurate, clear, idiomatic English.

English Composition

Term I. Almost daily practice is given in the simplest forms of composition. Use of synonyms, sentence structure, paragraphing, punctuation, and the reproduction of selections read in class. A portion of the time is devoted to letter writing.

Term II. Elementary work, both oral and written, in Description, Narration and Exposition.

Rhetoric

This is a continuation of the first two terms of composition, with both oral and written exercises. Very little work in formal Rhetoric is attempted. The subjects of unity, coherence and emphasis receive considerable attention. The elements of versification are studied briefly, and the most common types of poetry are distinguished.

Themes

This is an advanced course in composition which is required of all seniors. Letter-writing and the principles of Composition and Rhetoric are briefly reviewed. Considerable attention is paid to outlining the selections studied and to argumentation.

Grammar

Term I. The work consists in a thorough review of the principles of English Grammar.

Term II. This is a continuation of Term I, with more detailed work in the difficult subjects. The purpose is to secure a real understanding of the rules of syntax as established by good usage, and thus indirectly to gain a self-correction of common grammatical errors. The problems which arise in teaching language in the grades are continually kept in mind.

Literature

Term I. (a) Classic Myths; Selection from Tennyson's Idylls of the King.

(b) Two plays of Shakespeare selected from the following: The Merchant of Venice; A Midsummer Night's Dream; As You Like It; Julius Caesar; Macbeth.

Term II. (a) American Literature. The most representative poetry and prose.

(b) American Essays.

Term III. (a) The chief poets from Milton to Matthew Arnold.

(b) One or two English Essays.

Term IV. The English Novel. Through the careful study of the Sir Roger de Coverley Papers, Ivanhoe, one of George Eliots' novels, and by means of supplementary outside reading, the general development of the English novel is traced.

Reading

Term I. Special stress will be placed upon pronunciation, correct utterance and diction.

A psychological basis will be presented for all the elements of expression, time, pitch, inflection and emphasis.

Effort is made to develop imagination, concentration and continuity of thought in the student, also the love and appreciation of good literature, and to make these the vital basis of the art of reading.

Term II. This course will deal with presentation of various types of literature so that the students may have definite standards for future work. Much time will be given to the study of methods of teaching reading.

The work given to classes composed of high school graduates will be a modification of Term I and the methods of Term II, as outlined above.

Latin

Terms I, II, III. Latin Grammar. Daily throughout the first year of the course.

Terms IV, V, VI. Caesar's Commentaries, Books 1-4. Daily throughout the second year of the course.

Terms VII, VIII. Cicero's Orations in Catilinam. Daily throughout the autumn and winter terms of the third year of the course.

Term IX. Cicero's De Imperio Cn. Pompei, Pro Archia Poeta. Spring term of the third year of the course.

Terms X, XI, XII. Virgil's Aeneid, Books 1-6. Fourth year of the course.

Prose Composition, both oral and written, daily throughout the first three years of the course. Sight reading throughout the course.

Physics

Terms I, II, III. Two periods of one hundred twenty minutes each are given to laboratory work each week. Three periods a week are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearing upon the principles of the subjects. Directions for performing qualitative and quantitative experiments are furnished by outlines and a laboratory manual. A complete record of each experiment is submitted by the student. If the notes are not satisfactory they are returned for correction.

Botany

Term I. (a) Ecology. Identification of plants and their study from various standpoints including adaptation of organs to functions; relationship of flowers and insects; light relationship of green leaves; seed dissemination; adaptation to climate.

(b) Morphology and Anatomy. Gross and minute anatomy of leaf, flower, fruit, stem, root. Examined with special reference to adaptation to use. Types of seeds, their structure and homologous parts, food supply, phenomena of germination and growth of embryo.

Term II. (c) Special Morphology. Algae: pleurococcus, nostoc, oscellaria, euglena, spirogyra, vaucheria, etc. Fungi: bacteria yeast, mould, mildews, rusts, smuts, mushrooms. A study is made of the more obvious structural peculiarities of a fern, moss, liverwort, gymnosperm (pine), and angiosperm (lily).

(d) Plant Physiology. The role of water in plants; photosynthesis; respiration; digestion; irritability; growth, fertilization.

Texts, "Botany for Schools," Atkinson. "Elements of Agriculture," Warren.

Zoology

Term I. (a) Insects. A field study including such topics as mimicry; protective coloration; life history; social life; structural adaptation to environment; insects and flowers; economic considerations, etc. Insects from well represented orders are collected, identified, and studied from the standpoint of comparative morphology.

(b) Birds. Identify birds in the field; when first and last seen; localities frequented; habits, economic importance, migrations, are some of the ways in which this subject is approached.

Term II. (c) Biological types. Crayfish, frog and others. This is an attempt to illustrate some of the leading principles of Zoology, and to develop on the part of the student a method of study in biological subjects. These studies are pursued from the standpoint of general external and internal structure; elementary histology; elementary embryology; and the general principles of physiology.

(d) The above type studies are supplemented by a more general survey of invertebrate and vertebrate forms with special attention to certain homologies, increasing complexity, and characteristic adaptive structures; ever emphasizing as of first importance an acquaintance with animal behavior.

Texts, "Insect Life," Comstock. "A Text Book of Zoology." Linville and Kelly.

Elementary Science

One term is given to this work with a view of giving the student as many type lessons as time will permit as well as methods for teaching these lessons.

The subject matter for these Nature Study lessons includes trees, birds, flowers, the plant as a whole, seeds, soil, weather, bacteria, fungi, insects. These are studied in a practical way as forces and factors of everyone's environment, of which we should take intelligent account.

Texts, "Practical Nature Study," Coulter and Patterson. Apgars, "Trees of the Northern United States." Lange's, "How to Know the Wild Birds of Minnesota."

Physiology

The key note of the Physiology instruction is right conduct of the physical life.

A minimum of attention is given to anatomy, and a more thorough study made of those processes most directly influenced by intelligent behavior, as problems of fatigue, alimentation and digestion, circulation, thermal, phenomena, nutrition, physiology of nervous system and sense organs.

The following subjects will give some idea of what is considered in matters of hygiene and sanitation: Muscular activity, hygiene of the nervous system; hygiene of feeding; food accessories and drugs; prevention and care of colds; care of eyes, ears, feet; water supply; ventilation; some microbic diseases and their prevention; public supplies; hygiene and sanitation of travel; some simple sanitary precautions in schools; public health and individual responsibility; accidents and emergencies.

Text, Hough and Sedgwick's "Human Mechanism."

Geography

(For Students who are not High School Graduates.)

Terms I. II. The physical geography of the earth is studied to give a basis for subsequent studies in general geography. While topographic forms are given careful consideration special attention is given to the study of the atmosphere and climates. At all times the relation of man to his physical environment is kept foremost. A practical application of principles established is made whenever possible.

Equipment, such as wall maps, topographic maps, rocks, instruments for recording weather data, and lantern slides, is employed in conjunction with all the work. The immediate locality offers rather exceptional opportunities for field trips.

Term III. A brief course is presented covering some of the fundamental principles of general geography and their application to the geography of the United States. Foreign countries are discussed only insofar as they have a bearing upon the geography of the United States. In this course such methods are employed as may be adopted in the study of other regions, thereby giving the student a working basis for the independent pursuit of geographic studies if he so desires.

(For High School Graduates.)

Term I. North America.

The United States is studied in particular, with special emphasis upon the state of Minnesota. Duluth and the region immediately adjacent is considered in some detail in order to establish many of the fundamental principles of Geography which have a broad application. The influence of physical environment, particularly climate, relief and soil, upon the development of communities and countries is carefully analyzed. The purely geographic factors as controlling influences upon the activities of man are differentiated from artificial factors.

Whenever advisable field trips are made to the industrial and other establishments of the city, among which may be cited, ore

docks, ship yards, grain elevators, weather bureau, jobbing houses and waterpower electric generating plant.

Term II. The remaining continents are discussed; most of the time, however, is devoted to the countries of Europe. The principles worked out in Term I are applied here as well. Some attention is given to the teaching of Geography in the grades.

Arithmetic

Term I. The student is given a thorough course in notation and numeration, both of Arabic and Roman type, addition, subtraction, multiplication, division, common and decimal fractions. Emphasis is placed upon clear, accurate and logical thought and expression.

Term II. This is a continuation of the work in Term I, taking up longitude and time, mensuration, percentage and its varied applications, powers and roots.

Text, Sensenig and Anderson's "New Complete Arithmetic."

Term III. Readings on the history and development of Arithmetic are given. Discussions are held on presentations of chosen subjects studied in Terms I and II, model lesson plans are prepared, examinations and criticisms of grade text books are also made.

The work for the high school graduates is a slight modification of the above work and given in two terms.

Algebra

Term I. The four fundamental operations, simple equations, and factoring are studied in this term.

Term II. The work of this term is a continuation of Term I, studying greatest common factor and lowest common multiple found by factoring, fractions, simple equations of two and of three unknowns.

Term III. The work in this term is a continuation of Term II, considering involution and evolution, irrational numbers, quadratic equations solved by factoring and by formula.

Text, Slaught and Lennes' "High School Algebra."

Geometry

Term I. The work of this term is the preliminary propositions, chapter on triangles and parallelograms, and the chapter on the circle. A portion of the time in each term is given to demonstrating the exercises found throughout the text.

Term II. This work covers the chapter on similar rectilinear figures, the chapter on areas of plane polygons, and a portion of the chapter on measurements of the circle.

Term III. This term is given to the study of solid Geometry, and many pasteboard models are made to aid the mind in following the demonstrations.

Text, Holgate's "Geometry, Plane and Solid."

Music

Term I. The work in music includes:

Voice Culture; class work daily in tone production, breathing, etc.

Interpretation of musical notation and sight singing.

Song Interpretation.

Ear Training.

Study of the care and development of the child voice.

Theory and Practice, which includes a consideration of the problems that arise in teaching music; the choice and use of methods and materials for the study of music, covering the work of all grades; the observation and practice in teaching illustrative lessons in the formal steps of presenting music in the school room.

Term II. Continuation of the work of Term I. In the case of high school graduates having had previous work in music, the course is adapted to meet their needs and more advanced work can be undertaken. When time for it occurs, a study of musical forms, together with the lives and works of the great composers, is made.

Chorus Work and Glee Club

Twenty minutes daily is given to chorus work. The work is required of all students. The study of standard choruses is the basis of the work done and contributes toward the work done in Music Appreciation.

An opportunity is given for those who so desire to become members of the Glee Club.

Drawing

Drawing and the other manual arts are so closely related that they are presented as complementary phases of one line of work. The aim of the manual arts department is to increase appreciation and the power to do.

Term I. The first term's work in drawing, for those students who have not had a high school training, is devoted to the following:

- (1) Composition, including principles of design, object drawing from nature and the posed figure.
- (2) Color making and color theory.
- (3) Constructive drawing.
- (4) Construction, including the application of pattern by means of the stencil, the wood block and the simple etching of brass and copper.

Term II. The second term's work is given to further practice of the above mentioned forms of drawing and to the greater appreciation of art in general. Besides the daily class-room exercises in drawing.

the students are required to write weekly chapters in a note book on the history of art.

The one term of drawing required of high school graduates aims to prepare the students to teach drawing by: practice in composition, color and instructive drawing; relating drawing to other school subjects, such as geography, reading and history; planning lessons for certain grades in the model school.

Manual Training

Term I. The first term's work in manual training is devoted to the following: (1) the care and use of the common wood-working tools; principles of construction, based upon strength, durability, proportion, adaptation to purpose, decoration and finish.

Term II. The second term's work includes practice in wood-working, basketry, leather tooling and simple metal working.

The one term for Kindergarten students and other high school graduates about to receive their diplomas offers practice in the various handicrafts and exercises in relating manual training to the other studies in the school curriculum.

Kindergarten Training

Only high school graduates or those who have received an equivalent education may elect this work.

The training covers a period of two years and includes much of the general professional study offered to students who are preparing to teach in the primary or grammar grades. Special observation and study relative to the activities and interests of children under six years of age, and the best methods of dealing with them, constitute a large portion of the work, and observation and teaching in the Kindergarten and Primary Departments of the Model School are required.

A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials for one who would succeed as a kindergartner.

Domestic Science

The course in Domestic Science is two years in length, extending throughout the junior and senior years, two hours a week of recitation and laboratory work being required.

This course is not offered as a training course for teachers of Domestic Science, but aims to give all students going out from the school a training in better standards of right and wholesome living and general efficiency in house-making.

The study of foods includes their classification, nutritive value,

digestibility, cost, combination with other foods and uses in health and disease. The fundamental principles of the cookery of all classes of foods are worked out in the preparation and cooking of different types of food materials. Right methods of serving are emphasized. Sufficient chemistry is taught in connection with cookery to explain and give reasons for the various processes and principles involved in the practical work.

Special training is given in actual house-work, and the responsibility and care of rooms and equipment. During both junior and senior years, the students are expected to prepare menus in reference to the proper balance of food values and the cost of materials. This is followed by planning, preparing and serving of meals limited as to cost of materials and time required for preparation.

Sanitation and personal and school hygiene are included in the general work.

Names of Students Enrolled in the Normal Department, 1911-1912

Senior Year

Armundson, Dolly.....	Coleraine	Minn.
Auxer, Caroline.....	Duluth	Minn.
Boerner, Bessie.....	Duluth	Minn.
Bostad, Mabel.....	Fosston	Minn.
Britts, Hazel.....	Duluth	Minn.
Brown, Marion.....	Lakeview P. O.....	Minn.
Brown, Rebecca.....	West Duluth.....	Minn.
Buckbee, Elizabeth.....	West Duluth.....	Minn.
Burgher, Alice.....	Duluth	Minn.
Christopher, Mabel.....	Duluth	Minn.
Coe, Louise.....	Duluth	Minn.
Cohen, Josie.....	Akeley	Minn.
Dahlman, Hilda.....	Lakeview P. O.....	Minn.
Detert, Caroline.....	Faribault	Minn.
Driscoll, Marie.....	Willow River.....	Minn.
Duclett, Betsey.....	Duluth	Minn.
Einsweiler, Anna.....	Chisholm	Minn.
Ericson, Ruth.....	Duluth	Minn.
Ferguson, May.....	Duluth	Minn.
Flanigan, Kathryn.....	Ishpeming	Mich.
Florada, Margaret.....	Duluth	Minn.
Foote, Audie.....	Cass Lake.....	Minn.
Frederickson, Emma.....	Duluth	Minn.
Furlong, Bregetta.....	Hibbing	Minn.
Gordon, Dorothy.....	Duluth	Minn.
Goulette, Rosa A.....	Sidnaw	Mich.
Govett, Laura.....	West Duluth.....	Minn.
Grant, Anna.....	Duluth	Minn.
Grogan, Margaret.....	Duluth	Minn.
Haley, Janet.....	Duluth	Minn.
Hawkes, Helen.....	Lakeview P. O.....	Minn.
Holm, Inez.....	Twin Valley.....	Minn.
Johnson, Elizabeth.....	Duluth	Minn.
Koop, Sara.....	Brainerd	Minn.
Lambert, Genevieve.....	Pine City.....	Minn.
LaVallee, Melinda.....	Duluth	Minn.
Lindahl, Effie.....	Duluth	Minn.
Lindstadt, Mabel.....	Missoula	Mont.

Lovald, Georgia.....	Duluth	Minn.
Lund, Ina.....	Glenwood	Minn.
McCarthy, Alice.....	Coleraine	Minn.
MacDougall, Anna.....	Delhi	Minn.
Mahnke, Edna.....	Lakeview P. O.....	Minn.
Matteson, Maude.....	Hunters Park P. O.....	Minn.
Nelson, Anna.....	Duluth	Minn.
Noiseau, Lyla.....	Hubbell	Mich.
O'Brien, Mary.....	Duluth	Minn.
Olson, Emma.....	Duluth	Minn.
Onsgard, Allie.....	West Duluth.....	Minn.
Ora, Sadie.....	Ashland	Wis.
Peterson, Lida.....	Cloquet	Minn.
Potter, Mabel.....	Duluth	Minn.
Quinby, Bessie.....	Duluth	Minn.
Renz, Clara.....	Hibbing	Minn.
Risatti, Anne.....	Duluth	Minn.
Savage, Edna.....	Hurley	Wis.
Savolainen, Mary.....	Virginia	Minn.
Schiller, Clara.....	Duluth	Minn.
Schweiger, Elsie.....	Duluth	Minn.
Shea, Josie.....	Ironwood	Mich.
Stenberg, Petronella.....	Duluth	Minn.
Stephan, Jessie.....	Pine City.....	Minn.
Stickles, George.....	Lakeview P. O.....	Minn.
Stickles, Leila.....	Lakeview P. O.....	Minn.
Storm, Evelyn.....	Brainerd	Minn.
Stryker, Harriet.....	Hunters Park P. O.....	Minn.
Sturminski, Anna.....	Duluth	Minn.
Sturminski, Nellie.....	Duluth	Minn.
Swanson, Florence.....	Duluth	Minn.
Todd, Myrna.....	Duluth	Minn.
Wagner, Bess.....	Kingston	Ohio
Whiteside, Mabel.....	Hurley	Wis.
Williams, Maud.....	Minneapolis	Minn.
Wohlin, Charlotte.....	West Duluth.....	Minn.
Wright, Frances.....	Cadillac	Mich.

Junior Year

Adams, Anna.....	Hibbing	Minn.
Alzheimer, Elizabeth.....	Breckenridge	Minn.
Anderson, Alphie.....	Biwabik	Minn.
Anderson, Emma.....	Duluth	Minn.
Anderson, Isabelle.....	Duluth	Minn.
Anderson, Sigred.....	Biwabik	Minn.
Apel, Sally.....	Duluth	Minn.

Baillie, Mabel.....	Hunters Park P. O.....	Minn.
Balmer, Vera.....	Duluth	Minn.
Barrett, Mae.....	Crookston	Minn.
Bateman, Dorothy.....	Duluth	Minn.
Bjorge, Ruth.....	Duluth	Minn.
Bradford, Wealtha.....	Duluth	Minn.
Bradley, Idella.....	Tenstrike	Minn.
Brown, Alice.....	Aurora	Minn.
Brown, Margaret.....	Duluth	Minn.
Bystrom, Emma.....	Tower	Minn.
Caine, Gladys.....	Gilbert	Minn.
Canfield, Edith.....	Cloquet	Minn.
Carlson, Amy.....	Escanaba	Mich.
Carlson, Lydia.....	Cloquet	Minn.
Chisholm, Mildred.....	Hunters Park P. O.....	Minn.
Christianson, Lily.....	Edinburg.....	N. Dak.
Clark, Margaret.....	Hunters Park P. O.....	Minn.
Cohen Lena.....	Akeley	Minn.
Delage, Evelina.....	Red Lake Falls.....	Minn.
Driscoll, Isabel.....	Willow River.....	Minn.
Erickson, Edith.....	Duluth	Minn.
Erwin, Alice.....	Virginia	Minn.
Forsman, Alvira.....	Cloquet	Minn.
Geddes, Ruth.....	Duluth	Minn.
Gonska, Clara.....	Duluth	Minn.
Gordon, Harvey.....	Tower	Minn.
Graves, Marie.....	Duluth	Minn.
Grimes, Helen.....	Duluth	Minn.
Guerin, Bertha E.....	Cloquet	Minn.
Haakons, Gudrun.....	Duluth	Minn.
Hanna, Hulda.....	Virginia	Minn.
Hansen, Anna.....	Akeley	Minn.
Hansen, Dorothy.....	Duluth	Minn.
Hanson, Nora.....	Ada	Minn.
Hartz, Louise.....	Duluth	Minn.
Hasselblad, Emily.....	Duluth	Minn.
Hawkinson, Ella.....	Harris	Minn.
Hawkinson, Victoria.....	Harris	Minn.
Holman, Maud.....	Duluth	Minn.
Holst, Beda.....	Biwabik	Minn.
Jensen, Myrtle.....	Duluth	Minn.
Johnson, Esther.....	West Duluth.....	Minn.
Joyce, Isabel.....	Veroqua	Wis.
Jumer, Helen.....	Pine City.....	Minn.
Junker, Charlotte.....	Duluth	Minn.
Karon, Belle.....	Duluth	Minn.

Kelly, Margaret.....	Montreal	Wis.
Killorin, Marie.....	Hibbing	Minn.
Kloovstad, Sarah.....	Duluth	Minn.
Lane, Beula.....	Minneapolis	Minn.
LeFebre, Lillian.....	Grand Rapids.....	Minn.
Low, Mamie.....	Duluth	Minn.
McKusick, Servia.....	Bemidji	Minn.
Mattson, Ada.....	Aurora	Minn.
Melby, Thora.....	Duluth	Minn.
Melin, Florence.....	Duluth	Minn.
Murphy, Allie.....	Tower	Minn.
Neubauer, Katherine.....	Smithville	Minn.
Norquist, Mary.....	Duluth	Minn.
Olson, Nora.....	Duluth	Minn.
Olson, Ruth.....	Duluth	Minn.
Parmelee, Gladys.....	Virginia	Minn.
Peacha, Henrietta.....	Cloquet	Minn.
Pederson, Julia.....	Tower	Minn.
Pederson, Nellie.....	Tower	Minn.
Polasky, Stephania.....	Duluth	Minn.
Potter, Eva.....	Duluth	Minn.
Powers, Belle.....	Duluth	Minn.
Quinn, Agnes.....	Duluth	Minn.
Radabaugh, Lulu.....	Carlton	Minn.
Reinertson, Sophia.....	Duluth	Minn.
Rennell, Ruth.....	West Duluth.....	Minn.
Reynolds, Jennie.....	Cloquet	Minn.
Robertson, May.....	Duluth	Minn.
Robertson, Scharlie.....	Crookston	Minn.
Rock, Nettie.....	Duluth	Minn.
Rosenbloom, Anna.....	Hibbing	Minn.
Roskilly, Gladys.....	Virginia	Minn.
Runsvold, Matilda.....	Two Harbors.....	Minn.
Sarff, Gladys.....	Lakewood	Minn.
Scandling, Olive.....	Iron Mountain.....	Mich.
Schmelling, Ida.....	Virginia	Minn.
Schoen, Ella E.....	Hill City.....	Minn.
Schroeder, Alfred.....	Barrett	Minn.
Sever, Margaret.....	Pineville	Minn.
Shoen, Loretta.....	Hurley	Wis.
Smith, Ethel.....	West Duluth.....	Minn.
Smith, Helen.....	Duluth	Minn.
Smith, Mabel.....	Brainerd	Minn.
Stephenson, Evangline.....	Lakeview P. O.....	Minn.
Stevens, Lucy.....	Grand Rapids.....	Minn.
Strand, Esther.....	Tower	Minn.

Strick, Elizabeth.....	Virginia	Minn.
Thomas, Edith	Duluth	Minn.
Turnquist, Inez.....	Duluth	Minn.
Utle, Roxie.....	Cass Lake.....	Minn.
Vanderpoel, Lucile.....	Park Rapids.....	Minn.
Verville, Alvira.....	Duluth	Minn.
Vivian, Leona.....	Duluth	Minn.
Wargstrom, Alice.....	Eveleth	Minn.
Warren, Bessie.....	Duluth	Minn.
Whipple, Mary.....	Duluth	Minn.
Wright, Gladys.....	Cloquet	Minn.
Young, Florence V.....	Aitkin	Minn.
Young, Rhue.....	Aitkin	Minn.
Young, Ruth.....	Montrose	Minn.
Zanardi, Mary.....	Calumet	Minn.

Third Year

Alexander, Verne.....	Lakeview P. O.....	Minn.
Ballou, Helen.....	Duluth	Minn.
Beattie, Mae.....	Carlton	Minn.
Beatty, Ethel.....	Cook	Minn.
Bergford, Bergliot.....	Duluth	Minn.
Bergford, Signey.....	Duluth	Minn.
Bergum, Arne.....	West Duluth.....	Minn.
Betz, Edna.....	Grand Rapids.....	Minn.
Bolander, Helga.....	Duluth	Minn.
Bouck, Bessie.....	Park Rapids.....	Minn.
Butters, Eile.....	Duluth	Minn.
Campbell, Mildred.....	Duluth	Minn.
Caulkins, Grace.....	Duluth	Minn.
Clarke, Florence.....	Duluth	Minn.
Denton, Ethel.....	Grand Marais.....	Minn.
Dodge, Helen.....	Lakeview P. O.....	Minn.
Elberson, Laura.....	Proctor	Minn.
Grigsby, Lillian.....	Moorhead	Minn.
Grotheim, Katherine.....	Virginia	Minn.
Gude, Margaret.....	Duluth	Minn.
Haigh, Ruth.....	Goodland	Minn.
Haigh, Ruby.....	Goodland	Minn.
Hanford, Bertha.....	Hunters Park P. O.....	Minn.
Hopkins, Bertha.....	Duluth	Minn.
Johnson, Anna E.....	Moose Lake.....	Minn.
Johnson, Elsa.....	Duluth	Minn.
Klippen, Gerda.....	Duluth	Minn.
Lundberg, Lillian.....	Mahtowa	Minn.

Lyngstad, Anna.....	Independence	Minn.
Mobeck, Martha.....	Duluth	Minn.
Myron, Mary.....	Duluth	Minn.
Nelson, Helen.....	Duluth	Minn.
Ostlund, Elizabeth.....	Duluth	Minn.
Perry, Lily.....	Alborn	Minn.
Rudd, Esther.....	Duluth	Minn.
Scott, Ruth.....	Duluth	Minn.
Soderburg, Sophia.....	Virginia	Minn.
Watson, Mamie.....	Mahtowa	Minn.
Watts, Estelle.....	Duluth	Minn.
White, Ruth.....	Duluth	Minn.

Second Year

Alford, Eva.....	Duluth	Minn.
Alford, Pauline.....	Duluth	Minn.
Bellamy, Elsie.....	Duluth	Minn.
Brunner, Ruth.....	Duluth	Minn.
Carlson, Jennie.....	Duluth	Minn.
Cochrane, Florence.....	Duluth	Minn.
Diers, Lizzie.....	Duluth	Minn.
Erickson, Anna E.....	Barnum	Minn.
Erickson, Florence.....	Barnum	Minn.
Finstad, Gina.....	Tower	Minn.
Giles, Monnie.....	Duluth	Minn.
Hare, Margaret.....	Virginia	Minn.
Harris, Annie.....	Thomson	Minn.
Holman, Sophia.....	Ironwood	Mich.
Knutson, Louetta.....	Duluth	Minn.
Lycander, Tillie.....	Mahtowa	Minn.
McKinlay, Matilda.....	Grand Rapids.....	Minn.
McMurtrie, Etta.....	Proctor	Minn.
Maughan, George.....	Morris	Minn.
Minor, Esther.....	Duluth	Minn.
Paulson, Esther.....	West Duluth.....	Minn.
Pelland, Mayme.....	Pelland	Minn.
Pfeiffer, Bertha.....	New Ulm.....	Minn.
Pyette, Katherine.....	Beaver Bay.....	Minn.
Sackery, Minnie.....	Dassel	Minn.
Trott, Lois.....	Duluth	Minn.
Watson, Ida.....	Mahtowa	Minn.
Wilander, Elvera.....	Duluth	Minn.
Zieher, Antonia.....	New Ulm.....	Minn.

First Year

Anderson, Agnes.....	Duluth	Minn.
Anderson, Clara.....	Duluth	Minn.

Anderson, Clara L.....	Duluth	Minn.
Anderson, Esther.....	Duluth	Minn.
Anderson, Hilborg.....	West Duluth.....	Minn.
Bailey, Mildred.....	Elmer	Minn.
Bardwell, Charlotte.....	Duluth	Minn.
Bartling, Ellen.....	Brainerd	Minn.
Beatty, Lillian.....	Cook	Minn.
Beohne, Clara.....	Deer Creek.....	Minn.
Bolin, Elizabeth.....	Duluth	Minn.
Borden, Minnie.....	Brainerd	Minn.
Bowers, Frances.....	Bemidji	Minn.
Brown, Clara.....	Thief River Falls.....	Minn.
Campbell, Albert.....	Duluth	Minn.
Carpenter, Genevieve.....	Cook	Minn.
Cosner, Blanche.....	Merna	Neb.
Cummins, Beatrice.....	Barnum	Minn.
Dunstan, Ethel.....	West Duluth.....	Minn.
Fraleigh, Lulu.....	West Duluth.....	Minn.
Frederickson, Hanna.....	Pelan	Minn.
Fryklind, Signa.....	Duluth	Minn.
Furlong, Veronica.....	Duluth	Minn.
Gleason, Ellen.....	Bemidji	Minn.
Gude, Susannah.....	Duluth	Minn.
Hagman, Ellen.....	Wright	Minn.
Haigh, Jessie.....	Goodland	Minn.
Haigh, Nellie.....	Goodland	Minn.
Hall, Louise.....	Duluth	Minn.
Hatch, Pearl.....	Proctor	Minn.
Hendricks, Elizabeth.....	Aitkin	Minn.
Holmes, Aleda.....	Grand Rapids.....	Minn.
Homicke, Regina.....	Duluth	Minn.
Jensen, Verle.....	Duluth	Minn.
Johnson, Ida.....	Strandquist	Minn.
Kilgore, Katherine.....	Duluth	Minn.
Lang, Elsie.....	Tower	Minn.
Lindsley, Olive.....	Frederic	Wis.
Lofgren, Cecelia.....	Karlstad	Minn.
Lynch, Gertrude.....	Duluth	Minn.
McDonald, Mae.....	Jacobson	Minn.
McFadden, Alice.....	Duluth	Minn.
McLaughlin, Agatha.....	Duluth	Minn.
MacMullen, Anna.....	Fond du Lac.....	Minn.
Mastrian, Mary.....	Duluth	Minn.
Matchkin, Sarah.....	Biwabik	Minn.
Miller, Gertrude.....	Brookpark	Minn.
Minor, Mary.....	Duluth	Minn.

Ness, Lydia.....	Atkinson	Minn.
Newcombe, Ethel.....	Hines	Minn.
O'Niel, Gertrude.....	Superior	Wis.
Olson, Anna.....	Pelan	Minn.
Peterson, Annie M. E.....	Brainerd	Minn.
Point, Ida.....	Cloquet	Minn.
Randall, Malfa.....	Kelsey	Minn.
Sanders, Clara.....	Hoffman	Minn.
Schou, Borghilde.....	Duluth	Minn.
Scott, Olive.....	West Duluth.....	Minn.
Sheppard, Grace.....	Hoffman	Minn.
Sjostrom, Ellen.....	Barnum	Minn.
Smart, Elizabeth.....	Duluth	Minn.
Spillum, Borghild.....	Knife River.....	Minn.
Stewart, Ethei.....	Proctor	Minn.
Sunde, Jennie.....	Duluth	Minn.
Tierney, Ebba.....	Duluth	Minn.
Towne, Alice.....	Duluth	Minn.
Treacy, Nellie.....	Randall	Minn.
Verville, Valeria.....	Duluth	Minn.
Waidelich, Edith.....	Madison	Minn.
Wallin, Cecelia.....	Duluth	Minn.
Wentzlaff, Adelfine.....	Duluth	Minn.
Wetzel, Dalie.....	Deerwood	Minn.
Zabel, Pearl.....	Deer Creek.....	Minn.

Special

Dadie, Alice.....	Minneapolis	Minn.
Mitchell, Elizabeth.....	Duluth	Minn.
Toothaker, J. J.....	Duluth	Minn.
Washburn, Hope.....	Hunters Park P. O.....	Minn.

Teachers' Training Course in Domestic Science

Frick, Virginia.....	Duluth	Minn.
Parks, Edna.....	Lakeview P. O.....	Minn.
Stryker, Susan.....	Hunters Park P. O.....	Minn.

Summarized Statement of the Enrolment

Normal Department

Teachers' Training Course in Domestic Science.....	3	
Senior Year	75	
Junior Year	114	
Third Year	40	
Second Year	29	
First Year	73	
Special students	4	
		338

Teachers' Training Course in Domestic Science.....	3	
High School graduates on regular two-year program.....	125	
High School graduates on kindergarten program.....	33	
High School graduates on one-year program.....	13	
Five-year program with Latin electives.....	29	
Five-year program with English electives.....	104	
Three-year program leading to elementary diploma.....	27	
Special students	4	
		338

Enrolment for Summer Term.....	136	
Enrolment September-June	231	
		367
Counted twice	29	
		396

Training Department

Eighth Year	36	
Seventh Year	21	
Sixth Year	20	
Fifth Year	19	
Fourth Year	12	
Third Year	21	
Second Year	12	
First Year	18	
Kindergarten	21	
		180
		518



Reception Room, Torrance Hall



Dining Room, Washburn Hall



Matron's Room, Washburn Hall



Students' Room



3 0112 105851544